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ABSTRACT

Those interested in textbook research, theory, and practice need to identify the independent or context variables that influence the making of a textbook--the intervening variables that come into play as textbooks are conceived, developed, and designed--and to show how these impact on the textbook, or dependent variable. To begin, critics and researchers need to be sure they are talking about the same thing when they discuss the textbook. Further, they need to agree on those characteristics that distinguish educational books from all others. Textbook innovation can then be examined through a conceptual framework that identifies three levels of gatekeepers that affect the innovation process: (1) primary gatekeepers (publishers); (2) secondary gatekeepers (editors, authors, writers, consultants, and salespeople); and (3) tertiary gatekeepers (knowledge producers such as out-of-house consultants, the government, the general public, educators, and textbook researchers). Such a systems view of gatekeeping and the monitoring of innovations suggest that publishers simply input the outputs of other systems as they pursue the legitimate objectives of the knowledge distribution system, namely the distribution of knowledge for profit. If there is to be a change in the quality of textbooks, the input from the tertiary gatekeepers needs to be carefully scrutinized, since the use of readability formulas (an output of the tertiary gatekeepers) has contributed to the "dumbing down" of textbooks. (HOD)

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THE GATEKEEPERS: MONITORS OF TEXTBOOK INNOVATION

Patricia J. Thompson

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ABSTRACT

This paper elaborates on a theoretical presentation (AERA 1982; ED 232537) that offered a systems view of the textbook in the ecology of education. Critics have charged publishers with "dumbing down" textbooks and holds them responsible for their "simplistic and dull" content. This paper describes the context variables that operate to bring about uniform -- often uninspired -- textbooks. It proposes a consistent language for use in textbook research and discourse as a prior step for coordinated theoretical and empirical work. The author identifies three levels of gatekeepers that affect the innovation process: (1) Primary Gatekeepers (publishers), (2) Secondary Gatekeepers (editors, authors, writers, consultants, and salespeople, and (3) Tertiary Gatekeepers (out-of-house consultants, the government, the general public, educators, and textbook researchers.) The author suggests that overemphasis on the use of readability formulae (an output of the knowledge production system) has a negative impact on the textbook sector of the knowledge distribution system. The author concludes that textbook research must be clearly differentiated from reading research. A Glossary and Diagram accompany the paper.

THE GATEKEEPERS: MONITORS OF TEXTBOOK INNOVATION

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Introduction

Those interested in textbook research, theory, and practice can almost always find some current headline or public controversy that brings textbooks into the public eye. Just a month before this conference, T.H. Bell, the Secretary of Education, assailed the "dumbing down" of textbooks. Bell criticized the state adoption practices of 22 states, charging that they contributed to the decline of textbook quality (Nichols, p. A1).

At an educational conference called by Florida governor Robert Graham, educators and state textbook officials discussed the issue. Representatives of Florida, New York, and California attempted to form a "textbook cartel" to break the monopolistic hold that some textbook buyers -- notably Texas -- have on the billion-dollar-a-year textbook market. The states sought to use their collective buying power to improve textbook quality (Ordovansky, p. A1). Their attempt failed (Moxley, p. A3).

Florida state senator Jack Gordon of Miami Beach was quoted as saying that if states could agree on subject matter and standards, they could upgrade textbooks and student performance. In his view, states could then hire their own

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authors, editors, and printers to produce textbooks. Gordon likened this procedure to creating "generic" vs. a "brand name" in textbook publishing (Cohen, p. 43).

Jean Osborne of the Center for the Study of Reading at the University of Illinois urged state textbook adoption committees to make serious efforts to improve selection. She proposed that school officials meet with authors and editors prior to writing books in order to establish criteria -- a practice that is currently banned. Books are not reviewed by educators and adoption committees until they are ready for production. Such reviewers have a limited, but effective, impact on product outcome (Cohen, p. 45). The extent to which their assessments serve to monitor innovation was not discussed.

On April 14, 1984, the Texas Board of Education rescinded a decade-old rule that required textbooks used in the state's public schools to present evolutionary theory as only one of several possible explanations of human origins. This requirement had caused a public outcry because it resulted in the "watering down" of textbooks used in schools throughout the country. We can speculate on whether or not the ensuing "creationist controversy" contributed in part to the "dumbing down" of textbook content. In the view of self-proclaimed textbook expert Norma Gabler, rescinding the ban would make little difference. Said she, "If you want to believe you came from a monkey, that's fine, but I don't" (Reinhold, p. 31). The ban was canceled when the Texas State Attorney General would not defend the Board against a charge of religious interference in the public schools.

Fred Hechinger, the distinguished education writer for the New York Times, noted that textbooks had been criticized as "simplistic and dull." He attributed this to the powerful forces that tend to "standardize the system." He noted, moreover, that the textbook itself was a standardizing force (p. C12).

Can educational research throw light on such complex cross-currents? It would seem obvious that as a first step we must identify the independent or context variables that influence the making of a textbook, the intervening variables that come into play as textbooks are conceived, developed, and designed, and we must show how these impact on the dependent variable -- the textbook. How does one map out a discourse territory that supports varied research goals, research designs, and research methodologies and focuses on different sectors of the textbook universe?

Some who undertake textbook research possess only a vague idea of how textbooks come into being. They evaluate or study a final product without awareness of the processes involved in creating it. We are speaking now of a process that consumes some three years and to which few researchers have access. Because it occurs out of awareness, however, does not mean that the researcher can discount it. Many assumptions about what happens in textbook publishing need to be empirically tested. Also, we must distinguish between some parts of the process and the process as a whole. We might question whether we can make a judgment on the system as a whole based on knowledge of only one part of it.

A Lexicon for Textbook Discourse

To begin, critics and researchers alike should be sure they are talking about the same thing when they discourse on the textbook. For example, while the language of Senator Gordon and Dr. Osborne seems comprehensible to the general reader, the terms "author" and "writer" are not always used consistently, either in the publishing industry or the research community. A Glossary in the Appendix of this paper represents a tentative step toward building a common language for our common endeavors. It draws from tacit knowledge built up over some twenty years as a textbook editor, writer, and author for several major American book publishers.

Educational books possess characteristics not found in other books. We must be clear on what type of organic variations a book can exhibit and still be identifiable as a textbook. These need to be identified before we can get a "fix" on innovation. Although all books sold for use in schools are sometimes collectively referred to as "textbooks," the textbook is a subcategory of the educational book. Educational books for the elementary schools are termed schoolbooks, subdivided into "readers," "arithmetics," "spellers," and other skill- or subject-based books. Educational books for secondary schools are identified as textbooks. Schoolbooks and textbooks are the two major categories of educational books. The terms "educational book" and "textbook" are often used interchangeably. Nevertheless, we need to define our terms and use them consistently as we build a body of connected research and theory on the textbook as a genre of book. We must recognize that

we are, at this time, at a very primitive stage in textbook research. The work we do now may contribute to consistency and rigor for the future.

What characteristics distinguish educational books from all others? We might begin with instructional intent. The embodiment of intent takes two major forms -- the text matrix and the text apparatus. The text matrix is the body of text material that carries the instructional or informational load of the book. This may be either the skill or the subject matter to be transmitted to the user and mastered by her or him. It embodies the primary purpose of the educational book and can be understood in terms of the desired or stated learning outcomes for that particular book. That there are also unintended outcomes (i.e. negative feedback) has in recent years become all too apparent. The text matrix represents that part of the culture's knowledge stock deemed worthy of transmittal to a particular group at a particular time. Matrix variables are related to skill or subject to be taught, grade level, and user characteristics, among others. The text matrix can also be conceptualized as an information system comprised of interrelated ideas. It is more than words set in type.

The text matrix, which is the "heart" of the information system, is enhanced by specially prepared or selected pedagogical material, called the text apparatus. The text apparatus may be intended for use by either the student or the teacher, and often by them in interaction, creating the "text-in-use" (Cronbach, 1955). The pedagogical purpose influences the type of apparatus. Internal apparatus forms an integral part of the

educational book. External apparatus may be incorporated in any ancillary medium -- print, A-V, or computer. Apparatus variables will be related to such things as current educational philosophy, educational modes, and design and space constraints, among others.

An educational book is further distinguished by its illustration program. The illustration program may be composed of art, photographs, and/or graphics. Both the matrix and the apparatus may be illustrated. The elements may be typographic, iconic, graphic, or symbolic. The potential variability among these elements is enormous and their effects on product outcome present a challenge to the researcher.

Educational books provide various access features, such as a table of contents, headings and subheadings, indexes, etc. Each of these is subject both to stylistic conventions and variations. Access features are the key to the educational book's information system. The degree of innovation possible would seem to be related to their access function.

Educational books also have display elements, such as the cover, chapter openings, part openings, and other devices that enhance the book's attractiveness, highlight its organization, and aim to arouse the user's interest. Display elements most obviously contribute to product differentiation. While not technically part of the informational system, display elements are an intimate part of the product package and bear a symbolic relationship to it. It may be argued that the greatest latitude for innovation lies in the display features of textbooks.

We might conclude that Senator Gordon underestimated what is involved in producing a modern educational book. Given such diverse elements, each a locus of potential innovation, we must now ask: innovation where, why, and how? When speaking of textbook innovation, do we mean innovation in matrix, apparatus, illustration program, access features, or display elements? How do we operationalize the concept of innovation in relation to textbooks? At the very least, we need a better historical record of textbook innovation in the past We need some standard baseline for comparison from which to build either qualitative or quantitative data.

Conceptualizing the Gatekeeper

Cronbach et al (1955) conceptualized a linear model of the textbook-making process and placed the author as the first gatekeeper and the publisher as the second gatekeeper. The presumption was that the author would bring to the publisher a book with his or her view of the knowledge stock that should be reflected in the text matrix and apparatus. Thompson (1982) proposed a process-product model based on systems analysis of the ecology of education. This paper builds on that model, tilting the textbook universe slightly to show that the outputs of the systems involved in the ecology of education comprise the independent variables in the textbook universe. (See diagram 1.) The knowledge distribution system supports the knowledge industry and the educational publishers that comprise a major portion of it.

The knowledge industry is involved in acquiring and controlling the distribution of knowledge and knowledge-

based commodities. It does not create knowledge. That takes place in the knowledge production system of which this meeting and paper are a part.

To illustrate how the diagram serves as a lens of analysis, we may position the various individuals discussed in the earlier part of this paper in the appropriate systems. T.H. Bell is positioned in the government system, as are Governor Graham and Senator Gordon. Dr. Osborne, an academic, is part of the knowledge production system. Norma Gabler is part of both the family system and the satellite system of textbook critics. Fred Hechinger, as a writer, is also in the satellite system. The value of the systems model is that, while the players change, the game remains the same. If, however, Senator Gordon had succeeded in introducing state production of textbooks, the model would have changed radically with immediate consequences for other parts of the system.

Textbook Publishers: Primary Gatekeepers

Today, the primary gatekeeper is no longer the author but the publisher. An educational publisher's business decision makes the "first cut" in what enters and what is barred from the knowledge distribution system. The variables in this process are related to political and economic inputs. Bowler believes that the profit-loss criterion discourages the development of innovative or daring materials (1978, p. 38). Broudy acknowledges that the cost of publishing exists as a real constraint on a publisher's capabilities for initiating innovative programs (1975, p. 30).

The major risk in publishing innovative materials rests with the country's giant educational publishers. Smaller publishers may underwrite innovative educational products and programs. If successful, they may in time be acquired by publishing giants. In either event, a publisher's investment in a new product (whether it is innovative or not) can run to hundreds of thousands of dollars and in a new series upwards of a million. Publishing decisions are made to minimize risk. In the real world, publicly held corporations are answerable to their stockholders. Publishers estimate in advance the costs of a project and its potential sales. They consider whether it can be expected to enhance the publisher's position in a particular market sector as well as to turn a profit. Publishers do not print books in red ink. Favorable sales projections make an educational book's future more likely. Sales figures make its success quantifiable. In making a decision, the publisher inputs information from such systems in the ecology of education as the family, federal, state, and local governments, knowledge producers, and educators in the educational delivery system, as well as from those satellite systems that for one reason or another have the power to influence sales.

In arriving at a decision, the publisher is clearly the primary gatekeeper, but we can look elsewhere in the system for monitors of innovation.

The publishing decision is a "black box" decision, not open to scrutiny. Once it is made, a project becomes part of the publisher's publishing program. A budget is established

for its development. A timeline (schedule) is established. Resources are committed. In-house staff is assigned to the project. Information is gathered from editorial and sales staff. These establish the climate in which the project develops.

Secondary Gatekeepers

Once the decision to publish has been made, in-house personnel enter the picture as secondary gatekeepers -- in line behind the publishers. These include editors, authors, writers, consultants, and sales staff.

As Brammer describes it:

> The textbook editor will usually direct a group of author-editor collaborators through the stages of planning, creating, evaluating, revising, designing, illustrating, copy editing, and proofreading. He must be able to juggle successfully the demands of the publisher ... the needs of the author, the impulses of the designers and art editors, the cautiousness of the copy editors and proofreaders, and the restrictions of the production experts. (p. 319)

Bowler notes that "If textbooks are better described as assembled than written, the assemblers are the editors (p. 292). The publisher's editor -- administrative, managing, senior, project, sponsoring, or developmental -- brings a team together or initiates correspondence that assembles the team, at least on paper. In this selection process, judgments are made about the potential authors, writers, and consultants. In this gatekeeping opportunity, it is possible to exclude the kind of strong-minded, creative people who may be tempted to innovate.

Among the variables to be considered are editor characteristics. How well informed, imaginative, creative, and

innovative is the editor? How powerful is the editor in the system? Enough to "stay the course" with what she or he believes to be a significant innovation? How well prepared are the authors and writers to write textbooks? How open-minded are the consultants? How well equipped are the members of this team to anticipate educational needs and trends over a three-year horizon? Not only are the individual team participants potential gatekeepers, but the process can collectively inhibit innovation. We describe such obstacles to innovation as bottlenecks.

The stakes are high in textbook publishing. From the outset, it is understood that from the publisher's point of view, success is a team effort, and the publisher's employee is the captain of the team. As an aside, this writer is currently involved in authorship of two textbooks in which the team's captain has changed three times since one project's inception, and the publisher has become a subsidiary of a larger publisher.

Editorial processes leave a paper trail. It is a voluminous one, but one that can be seen and evaluated, hence it has been designated a "glass box" decision environment.

Many editors contribute a considerable amount of revising, rewriting, innovative ideas and original research, and creative writing to the projects assigned to them. From tacit knowledge, one can observe that some editors contribute to an innovative text while others stymie creativity! Given that the timeline for textbook development is from 2 1/2 to 3 years, monitoring innovation is a long-term process. Empirical evidence of gatekeeping may be a long time in coming!

Consultants

Publishers cannot keep on their permanent staffs experts in all fields of education, knowledgeable at every level of the schooling process or familiar with educational needs in every subject matter area and every market. The decision to publish may initiate the selection of consultants, some of whom may aleady have been solicited prior to the decision to publish. Consultants perform a gatekeeping function. The consultant may be tradition-bound or unimaginative. By the time people have achieved reputations as "experts," they may also have a vested interest in the system as it is. They may see innovations -- real change, that is -- as threats to established ways of doing things. Interpreting their comments and suggestions may eliminate innovative ideas. They may also be looking at the wrong part of the problem, contributing conventional or traditional ideas.

Authors and Writers

Textbooks and textbook programs are rarely initiated by individual authors. Publishers simply resist taking the risk that books out of "left field" can succeed in the market. Instead, authors are often contracted post facto, after a publishing decision has been made. Editors recruit authors in varying ways, either for their reputation in a field or because they have already published in one or another way. In addition to authors, they recruit writers whose names may never appear on the book.

From tacit experience in both roles, I have observed that textbook authorship is an activity that involves con-

siderable tension, frustration, and ambivalence. There are many conflicting demands placed on a textbook author or writer. However, a major definer of the author's or writer's contribution to the project is the author-publisher contract. The function then evolves in interaction with the publisher's varied personnel.

Textbook authorship involves long-range commitment with deferred gratification -- if any gratification at all in the form of monetary or social rewards. Textbook authorship may be viewed negatively by colleagues in the knowledge production system. This may explain why there are textbook experts in the academy who have never sat down to write a textbook.

There are many processes going on simultaneously as the textbook author works. In the same act the author must consider such things as educational philosophy, pedagogical theory, vocabulary and grade level, background knowledge of the learner, readability, symbolic meaning, ideological consistency, and style. Reconciling such complex factors in both the text matrix and the text apparatus is no simple task. It is not a task for which anyone is specifically trained, but there is no doubt that, in the act of writing, the writer becomes a gatekeeper of the culture's stock of knowledge. However, editors and consultants can effectively veto many of the writer's more original expressions.

Sales Force Gatekeepers

Sales personnel represent the educational delivery system in the larger educational system. They interface with the knowledge delivery system and the knowledge production system. They provide input for formative evaluation and

feedback for summative evaluation.

Publishers' sales representatives today are often recruited from the ranks of former teachers and school administrators. However, in making a sales call, they may have only a few minutes to present a new product. At this point, the innovative ideas of the editor-author-consultant team become "sales handles" for a "sales pitch." If the salesperson fails to make the proper point, or to make the innovation attractive, he or she may become the final gatekeeper of innovation.

Tertiary Gatekeepers

Who are the gatekeepers outside the knowledge distribution system? Does the monitoring of information stop there? We can turn to other parts of the textbook universe to ask from whence come the inputs that inhibit innovation.

Out-of-House Consultants

Publishers sometimes turn to textbook development houses to create managed texts. The managed text is the antithesis of the authentic book. It can be likened to the "square tomato" developed to meet the need of the produce shipper to reduce waste rather than the consumer's taste for juicy fruit. The commercial tomato lacks the flavor, aroma, texture, and color associated with nature's own tomatoes. It has no juice. It has an artificial quality. So, to the trained eye, does the managed textbook. The managed text follows an efficiency model, not an innovative model. It is a product of technology, not a product of commitment. It allows the publisher to enter a competitive marketplace

with a product matched against the characteristics of successful works produced by other publishers. It may be specially designed to meet a perceived market need. Textbook development houses must err on the side of being conservative. Also, since they do not have permanent staffs, they do not have the same accountability as publishers with long-term in-house staffing.

Government as Gatekeeper

The American textbook production system is part of the free enterprise system. Gordon's suggestion for state-produced textbooks is open to attack from several sectors for different reasons. Nevertheless, government policies at every level influence the publishing of educational books.

A decade ago, Broudy saw the greatest impediment to change in the system of state adoption. He noted that "fear of innovation (in the knowledge distribution system) is to some extent justified by their (knowledge industry publishers) experience with what traditionally has been their most significant market" (p. 24).

However, as we have seen in the Introduction to this paper, individuals, such as the Gablers, with knowledge of the system make it work to serve their views of what public education should be. If we want change in the system, it may not be the method of screening textbooks that is at fault. In a sense it is neutral. If the system supported innovative textbooks, would we be so critical of it?

Gatekeepers in the Family System

How interested are families in the textbooks used by their children? How much do parents know about the negative

effects of "dumbed down" textbooks on their children's educational futures? Except for a few vocal critics, we do not hear a general outcry on the part of parents for the "smarting up" of the textbooks that their tax dollars pay for. We need to understand the reasons for this. Are parents intimidated by textbooks? Do they ever read their children's textbooks? Do they form an opinion of them? So far as the system is concerned, the family system is a "black hole." We know very little about the "textbook-in-use" in the home.

Gatekeepers in the Educational Delivery System

School administrators and teachers are effective gatekeepers. Where they have a voice in textbook selection, how do they approach this task? How do they perceive an innovation? What distinguishes innovative teachers from others? One indicator that a teacher is innovative is that he or she "is not a slave to a textbook." Nevertheless, such teachers bring materials to their classrooms. As teachers gain better access to computer technology will they be switching to the computer as aninformational system to replace the textbook? Will they use the computer -- not for pre-packaged programs -- but to create their own courseware? This is the segment of the system that needs to be studied for its potential to effect change. But will administrators and school districts support such efforts? Or will they exercize their gatekeeping function to prevent the use of such "electronic textbooks"?

Gatekeepers in the Knowledge Production System

Knowledge producers -- theorists and researchers in education included -- can be grouped as tertiary gatekeepers. Researchers as individuals maintain a stance of neutrality. But what is the effect of their research on the educational system as a whole and on the textbook production sector specifically?

To take but one example: readability formulae are outputs of the knowledge production system. Research on reading has a direct relationship to the printed book, but we must recognize a distinction between research on one type of educational book and research on the universe of textbooks, broadly defined.

A readability formula is a neutral piece of technology. It describes three related aspects of written material: (1) the legibility of print or type, (2) the ease of reading due either to interest value or writing style, and (3) the level of difficulty in comprehension associated with the writing style. Among the factors considered in relation to readability are the familiarity of words, the syllable count of words, and the word count of sentences. Research on readability has been a significant output of the knowledge production system.

If we examine readability formulae and trace their pathway through the system, we find them entering the knowledge industry system. From participant observation and tacit knowledge, readability formulae can become constraints on editors, authors, and writers attempting

to prepare innovative educational books. How are readability formulae applied in the editorial "glass box?" Sometimes an editorial secretary, presented with the formula for the first time, is given instructions to "run a readability test" on a manuscript draft. If the reading level is found to be "too high" for the intended user, the editor instructs the writer or author to "bring it down." Or the editor may "bring down" the reading level her or himself. It must follow that the misuse of such a formula can contribute to the "dumbing down" of textbooks.

If we follow the systems model, and describe a feedback loop from the knowledge production system, through the knowledge distribution system, through the educational delivery system, it comes back to the knowledge production system. The model affords us a means of identifying not a single -- but multiple -- causes for particular outcomes. Can it be, that as the philosopher Pogo has said, "We have met the enemy and they is us?"

The purpose of this descriptive paper is to generate some new hypotheses in educational research -- most specifically research on the textbook as distinguished from research on reading. The systems model permits a detached view and a conceptual framework into which we can fit the quantitative and qualitative data needed to better understand who the gatekeepers are and how the system operates to monitor textbook innovation.

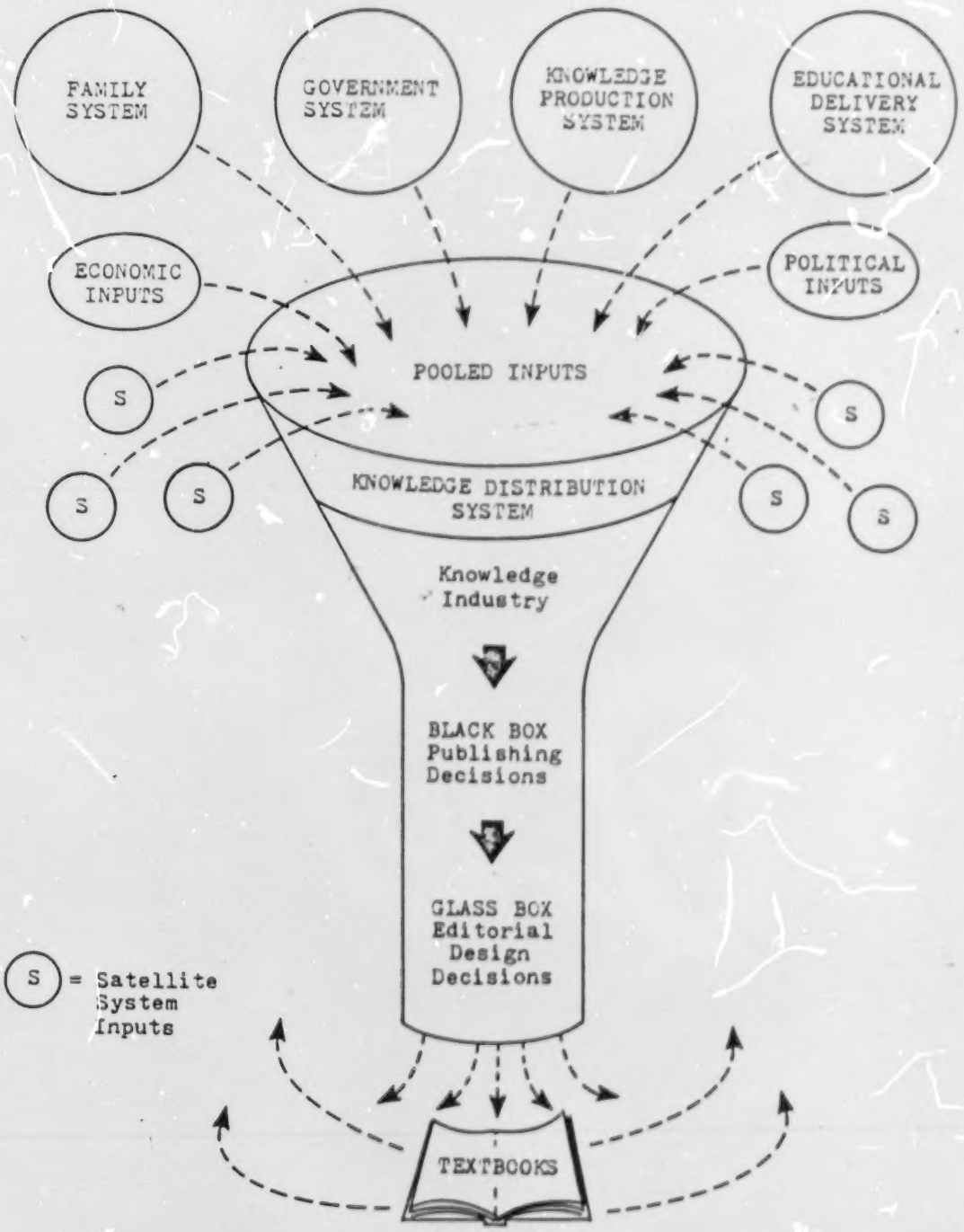
Conclusions

Analysis of the monitoring of innovation from a systems perspective reveals that gatekeepers exist in many parts of the system. They have been identified as primary gatekeepers, exercising their decision-making function as knowledge industry textbook publishers, secondary gatekeepers, exercizing their "glass box" functions as textbook editors, consultants, authors, writers, and sales staff, and tertiary gatekeepers operating in other parts of the system, namely as out-of-house consultants, government agencies, as members of the family system, and as members of the knowledge production system. Readability formulae, conceptualized as outputs of the knowledge production system, may be shown to contribute to what Secretary of Education T.H. Bell has called "the dumbing down" of textbooks.

A systems view of gatekeeping and the monitoring of innovation frees us from the search for villains at the publisher's door. It suggests that publishers simply input the outputs of other systems as they pursue the legitimate objectives of the knowledge distribution system, namely the distribution of knowledge for profit. Publishers do indeed supply the product that the system demands and supports. If there is to be a change in the quality of textbooks, we must look elsewhere for the appropriate inputs. We may have to begin with ourselves -- the members of the knowledge production system -- to find the answer.

DIAGRAM 1

A SYSTEMS VIEW OF TEXTBOOK INNOVATION: WHERE THE GATEKEEPERS CAN BE FOUND



APPENDIX

A LEXICON FOR TEXTBOOK RESEARCH AND DISCOURSE

Access elements - Design or typographical elements that assist the user in locating and identifying specific materials, i.e. table of contents, chapter titles, headings and subheadings, and index.

Author - One who creates original work in written form, such as a textbook; distinguished from an anthologist, compiler, writer, translator, copyist, or editor.

Basic text - The central schoolbook, textbook, or general book that is used in an instructional plan that may include other media.

Conceptual framework - A skeletal structure designed to identify and show relationships among different interrelated phenomena.

Display elements - Design elements or devices external to the text matrix or text apparatus that provide attention-getting or esthetic features for the educational book, i.e. cover, title page, symbolic devices, typographical symbols.

Editor - One who prepares an author's or writer's work for publication; one who selects, arranges, annotates, revises, and corrects manuscript copy. May be differentiated by function as administrative, developmental, managing, sponsoring, copy-editors, or production editors.

Educational book - The broadest category of books that serve instructional purposes.

Instructional text - (17 USC 101). As defined by the Copyright Act of 1976 (PL 94-553); a literary, pictorial, or graphic work prepared for publication and with the goal of use in instructional systems.

Managed textbook- A work prepared for a publisher through consultation or special cooperation and usually under the supervision of the publisher's staff or a textbook development house.

Publisher - One who employs or otherwise supports the work of authors, editors, and writers and distributes their work to an interested audience.

Readability formula - A tool for determining the difficulty of reading material, generally taking into account vocabulary and sentence length, although additional aspects are included in different formulae.

Schoolbook - A textbook used in primary grades.

Teaching apparatus - Materials included in or with an educational book to assist the teacher in presenting the material. May be internal or external to the schoolbook or textbook.

Teachers edition - Especially prepared edition of a text or textbook that includes the teaching apparatus.

Teachers manual - A special book or pamphlet developed in conjunction with a specific textbook to assist the teacher in planning the course and/or presenting the content of an educational book or series.

Text - The original words of an author or work -- contrasted with a translation, paraphrase, adaptation, or abridgement of the work. Committed to writing by the author(s) and/or other specified or authorized person(s).

Textbook - An educational book written to be used by students and teachers as a basic text and principal focus of class- or coursework in mastering a particular skill or subject at a specified level of instruction.

Textbook development house - A subcontractor of a publisher that prepares educational books and other instructional materials -- including schoolbooks and textbooks -- for publishers' imprints.

Textbook program - Textbook together with ancillary materials, such as teachers manuals, student workbooks, tapes, posters, and/or other media, that collectively serve an instructional purpose.

Textbook series - A graded series of educational books -- most often with ancillary program materials -- in a specific skill or subject matter area and articulated so as to provide scope and sequence for a course.

Textbook technology - Textbook making in the broadest sense; includes both hard and soft technology: (a) hard technology (printing and manufacturing technology, other production technology), and (b) soft technology (intellectual activity connected with textbook making; includes authorship -- real and fictive -- writing, editing, and consulting).

Text apparatus - Materials developed to enrich the text matrix's instructional purpose. The apparatus may include such things as case studies, thought pieces, questions, or glossaries that accompany the text matrix to explicate, annotate, or otherwise illustrate or amplify the matrix: (a) internal apparatus appears within the textbook; (b) esternal apparatus appears in ancillary materials prepared to accompany the educational book, such as study guides, workbooks, or worksheets that support the instructional program.

Text edition - Book -- either fiction or nonfiction -- intended for distribution to schools or colleges, subject to a special educational discount rate.

Text graphics - The artwork, including charts, tables, drawings, photographs, cartoons, etc. planned to accompany the text matrix and text apparatus as part of the illustration program.

Text matrix - The main body of matter in a manucript, book, newspaper, etc. as distinguished from notes, appendeces, illustrations, apparatus, or other superimposed material. The narrative or expository thrust of the work.

Writer - One who expresses and formulates ideas in written form; if idea is proposed and formulated by others, the individual becomes, for compensation, a writer-for-hire.

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